



# State of New Jersey

2014-15

05-3430-050

## OVERVIEW

BURLINGTON

MOUNT HOLLY TWP

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

455 JACKSONVILLE RD

MOUNT HOLLY, NJ 08060-9622

GRADE SPAN 03-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

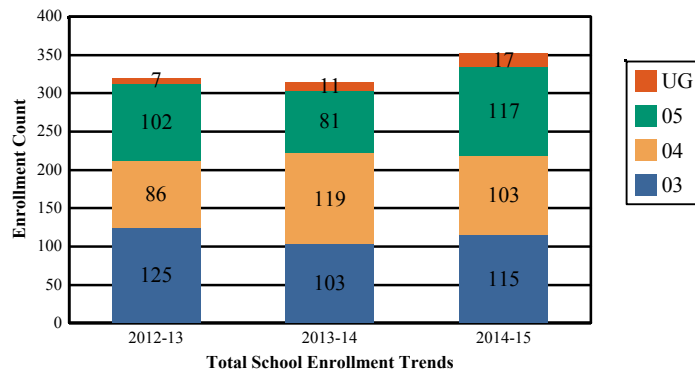
**BURLINGTON  
MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**05-3430-050  
GERTRUDE C. FOLWELL ELEMENTARY SCHOOL  
455 JACKSONVILLE RD  
MOUNT HOLLY, NJ 08060-9622**

**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.

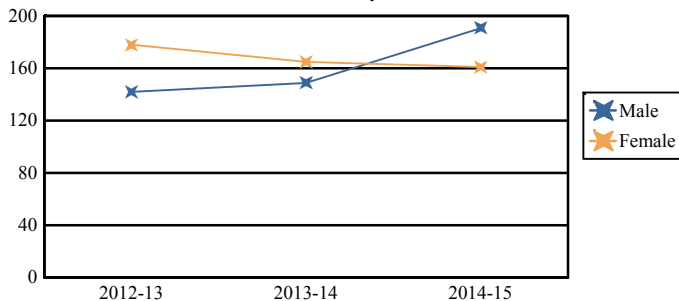


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	320
2013-14	314
2014-15	352

**Enrollment by Gender**

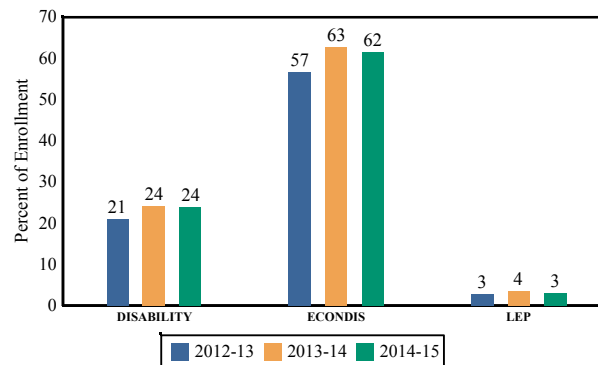
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	142	178
2013-14	149	165
2014-15	191	161

**Enrollment Trends by Program Participation**

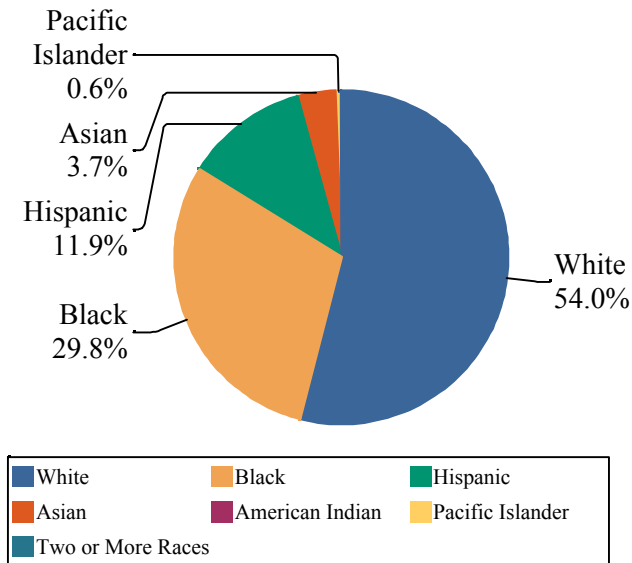
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	84	24%
Economically Disadvantaged Students	217	61.7%
English Language Learners	11	3.1%

**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	94.0%
Spanish	4.3%
Vietnamese	0.6%
Haitian Creole	0.3%
Mandar	0.3%
Russian	0.3%
Other	0.3%

#### ACADEMIC ACHIEVEMENT

BURLINGTON

MOUNT HOLLY TWP

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

455 JACKSONVILLE RD

MOUNT HOLLY, NJ 08060-9622

GRADE SPAN 03-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	44%	71	33
Math Met or Exceeded Expectation	28%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	302	44%	95%	98.9%	YES
White	171	44.4%	95%	98.4%	YES
African American	81	43.2%	95%	99.1%	YES
Hispanic	37	43.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	80	16.3%	95%	97.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	168	33.9%	95%	98.6%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	302	28.1%	95%	98.3%	YES
White	172	30.8%	95%	98.4%	YES
African American	80	25.1%	95%	97.2%	YES
Hispanic	37	16.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	80	20%	95%	97.8%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	168	25%	95%	98.1%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	737	744	16%	18%	33%	31%	2%	33%	44%
White	55	737	753	15%	20%	35%	29%	2%	31%	55%
African American	32	734	725	22%	9%	31%	38%	0%	38%	26%
Hispanic	12	744	727	8%	25%	33%	25%	8%	33%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	61	730	724	25%	11%	34%	30%	0%	30%	24%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	749	751	5%	18%	23%	44%	10%	53%	52%
White	57	755	758	2%	16%	25%	46%	12%	58%	63%
African American	22	738	733	9%	23%	27%	36%	5%	41%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	28	720	725	14%	32%	29%	25%	0%	25%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	50	738	734	10%	28%	24%	34%	4%	38%	31%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	744	751	9%	15%	29%	43%	3%	46%	53%
White	59	744	757	8%	15%	32%	39%	5%	44%	62%
African American	27	746	734	11%	15%	22%	52%	0%	52%	31%
Hispanic	15	740	737	13%	13%	27%	47%	0%	47%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	28	715	723	32%	25%	29%	14%	0%	14%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	57	736	734	12%	21%	32%	33%	2%	35%	31%



**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	733	746	17%	23%	26%	31%	3%	34%	46%
White	55	735	752	13%	24%	25%	36%	2%	38%	56%
African American	32	728	728	28%	9%	28%	34%	0%	34%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	24	711	727	33%	33%	17%	13%	4%	17%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	61	726	730	23%	21%	28%	25%	3%	28%	26%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	731	744	6%	30%	39%	20%	4%	24%	42%
White	57	734	749	5%	26%	39%	26%	4%	30%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	28	718	724	11%	50%	11%	14%	14%	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	50	726	730	10%	42%	22%	22%	4%	26%	23%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	730	744	11%	30%	33%	22%	4%	25%	42%
White	60	729	749	8%	38%	28%	22%	3%	25%	49%
African American	26	734	728	8%	27%	38%	23%	4%	27%	21%
Hispanic	15	724	733	27%	7%	53%	13%	0%	13%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	28	713	724	25%	36%	25%	11%	4%	14%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	57	725	731	16%	30%	33%	16%	5%	21%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GRADE SPAN 03-05**

**05-3430-050**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**NJASK Results - Science Grade Level - 04**

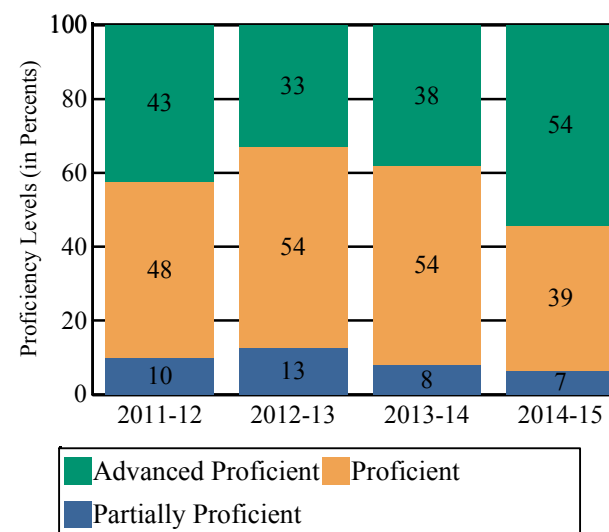
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	54%	39%	7%
White	64%	28%	8%
African American	33%	57%	10%
Hispanic	53%	47%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	39%	46%	14%
English Language Learners	-	-	-
Economically Disadvantaged Students	47%	45%	8%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

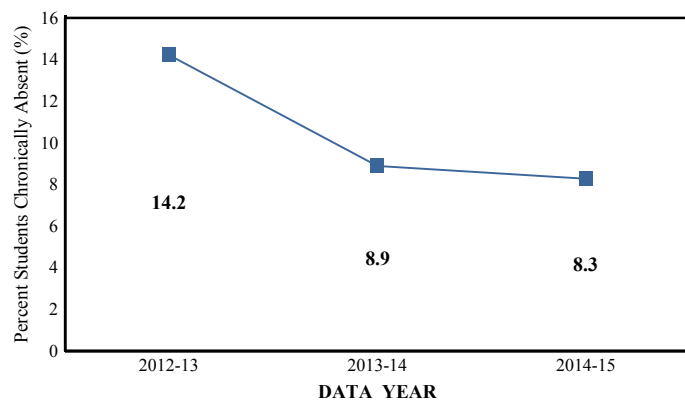
**MOUNT HOLLY, NJ 08060-9622**

**GRADE SPAN 03-05**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

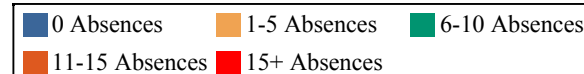
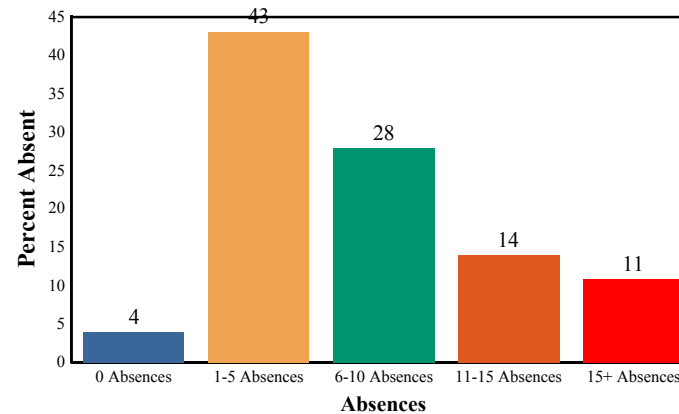


**Chronic Absenteeism for 2014-15**

**8.29%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

BURLINGTON

MOUNT HOLLY TWP

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

455 JACKSONVILLE RD

MOUNT HOLLY, NJ 08060-9622

GRADE SPAN 03-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	67	67	35	YES
Student Growth on Math	44	34	30	35	YES
		51	49		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	2%	0%
Partially Met	11%	4%	2%
Approached	8%	9%	11%
Met	5%	12%	23%
Exceeded	0%	1%	5%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	3%	0%
Partially Met	16%	9%	5%
Approached	13%	14%	11%
Met	2%	6%	11%
Exceeded	0%	0%	2%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 03-05

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

455 JACKSONVILLE RD

MOUNT HOLLY, NJ 08060-9622

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	764	770
50th	735	743
25th	714	715
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	757	767
50th	730	745
25th	704	722
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	45



### WITHIN SCHOOL ACHIEVEMENT GAP

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 03-05

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

455 JACKSONVILLE RD

MOUNT HOLLY, NJ 08060-9622

#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	773	773
50th	750	750
25th	725	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	761	773
50th	742	751
25th	716	728
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	744	764
50th	729	742
25th	713	721
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	746	763
50th	728	743
25th	706	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	40

**SCHOOL CLIMATE**  
**BURLINGTON**  
**MOUNT HOLLY TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN 03-05**

**05-3430-050**  
**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**  
**455 JACKSONVILLE RD**  
**MOUNT HOLLY, NJ 08060-9622**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	6 Hrs. 45 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	6.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 45 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

<b>2014-15</b>	School
<b>Faculty</b>	11
<b>Administrators</b>	352

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BRIGANTINE CITY	BRIGANTINE ELEMENTARY SCHOOL	01-0570-010	PK-04	49%	3.2%	10.2%
ATLANTIC	BUENA REGIONAL	DR. J.P. CLEARY ELEMENTARY	01-0590-300	04-05	64.9%	1.1%	29.1%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045	04-05	48.7%	1.4%	13.1%
ATLANTIC	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015	KG-06	52.8%	3.7%	15.5%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048	KG-06	49.4%	3.7%	10.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020	PK-04	47%	0%	13.8%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205	PK-05	69%	7.1%	24.2%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050	03-05	61.6%	3.1%	23.9%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	ERIAL ELEMENTARY SCHOOL	07-1780-050	PK-05	44.9%	0%	13.5%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070	KG-05	45.4%	0%	13.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE	07-5820-070	04-06	56.2%	0.8%	20.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060	PK-03	47.5%	2.6%	10.2%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050	PK-06	49.7%	0%	17%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080	KG-05	50.4%	0%	18.5%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SETH BOYDEN ELEMENTARY DEMONSTRATION SCHOOL	13-4900-130	KG-05	42.6%	0%	8%
GLOUCESTER	CLAYTON BORO	HERMA S. SIMMONS ELEMENTARY SCHOOL	15-0860-040	PK-05	55.7%	5.3%	13.2%
GLOUCESTER	WESTVILLE BORO	PARKVIEW ELEMENTARY SCHOOL	15-5740-040	PK-06	51.9%	2.2%	17.5%



**State of New Jersey**  
**2014-15**

**05-3430-050**

**SCHOOL PEER GROUP**

**BURLINGTON**

**MOUNT HOLLY TWP**

**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL**

**455 JACKSONVILLE RD**

**MOUNT HOLLY, NJ 08060-9622**

**GRADE SPAN 03-05**

HUDSON	WEEHAWKEN TWP	<b>THEODORE ROOSEVELT SCHOOL</b>	17-5580-080	03-06	47%	4.7%	8.1%
MERCER	HAMILTON TWP	<b>KISTHARDT ELEMENTARY SCHOOL</b>	21-1950-150	PK-05	60.4%	5.4%	17.2%
MIDDLESEX	NORTH BRUNSWICK TWP	<b>PARSONS</b>	23-3620-090	PK-05	50%	6.8%	6.8%
MIDDLESEX	WOODBRIIDGE TWP	<b>AVENEL STREET ELEMENTARY SCHOOL</b>	23-5850-100	KG-05	37.9%	0.4%	3.9%
MONMOUTH	EATONTOWN BORO	<b>MARGARET L VETTER</b>	25-1260-060	KG-06	69.5%	12.6%	19%
MONMOUTH	HIGHLANDS BORO	<b>HIGHLANDS ELEMENTARY SCHOOL</b>	25-2160-050	PK-06	60.6%	2.9%	25.2%
SUSSEX	NEWTON TOWN	<b>MERRIAM AVENUE SCHOOL</b>	37-3590-070	PK-04	53.2%	3.7%	15.9%
UNION	LINDEN CITY	<b>NUMBER 2</b>	39-2660-090	PK-05	67.7%	15.3%	11.4%
UNION	RAHWAY CITY	<b>FRANKLIN ELEMENTARY SCHOOL</b>	39-4290-080	PK-06	67.2%	15.2%	11.5%
UNION	UNION TWP	<b>FRANKLIN ELEMENTARY</b>	39-5290-100	PK-04	49.6%	7%	5.7%
WARREN	PHILLIPSBURG TOWN	<b>GREEN STREET ELEMENTARY SCHOOL</b>	41-4100-105	03-05	69.4%	4.2%	30.3%